

**Year 1 – Session #3**  
**English Language Arts**

**Focus Questions:**

- How do teachers plan for and implement writing instruction with diverse learners?
- How can the teaching and learning standards guide ELA teachers as they engage students in writing processes?

**Student and Teacher Standards Connection:**

<b><u>Student Standards</u></b>	<b><u>Teaching Standards</u></b>	<b><u>Instructional Strategies</u></b>
#4, 5, 6 – Writing Process, Applications, and Conventions	#3 – Knowledge of & Adaptation to Diverse Learners  #4 – Instructional Strategies & Curriculum Design	Anticipation Guide Peer Response Guide Various strategies for brainstorming, drafting, sharing, revising, and publishing text Questions about writing instruction & assessment

**Performance Assessment Connection:**

- Learn about and practice strategies for helping students develop a piece of writing by using a writing process that takes them through idea generation through drafting and revising and to final publication stages.
- Identify strategies that are appropriate for the diverse learners in teachers' learner profiles.

**Seminar to Classroom Expectations:**

- Practice writing strategies, especially revising
- Continue to build learner profiles and collect samples of students' works
- Write in reflection journals
- Bring grade book to next seminar

**Seminar Format:**

**I. Reconnecting Activity**

- A. Use an anticipation guide to help teachers discuss their beliefs about writing and the teaching of writing
- B. Discuss these beliefs and how they are demonstrated in teachers' classrooms

**II. Looking at Learners**

- A. In small groups, examine the learner profiles participants are developing (from assignment)
- B. Identify patterns among profiled learners
- C. Discuss individual reading and writing needs of learners that teachers have profiled (Discuss possible ways to document progress)

**III. Looking at Practices**

- A. Volunteers share in small groups clips from the videos they made as part of their assignment. Group members take observational notes (no evaluative comments are allowed)

- B. Discuss what we can learn about learners and teaching practices from the videotapes (focus on features of discussions, characteristics of learners, and specific teaching strategies that are captured in the videos *NOT* on evaluative comments about the teacher in the video).
- C. Discuss any struggles that teachers faced in the videotaping process and how these might be overcome (The assignment allows teachers an early opportunity to practice videotaping so they feel more comfortable with it as a tool for examining their own practice. Facilitators encourage teachers to share videos with mentors when appropriate.)

#### **IV. Looking at Research**

- A. Read the chapter on writing from *Best Practices*. Include other resources which identify best practices in writing instruction, especially if they are aligned with the teaching and learning standards and consistent with the teachers' school goals.
- B. Teachers self-assess by identifying the practices they have already used so far in their classrooms
- C. See the accompanying documents that might be helpful. These were prepared by Mark Shoup and Joy Seybold for a variety of literacy workshops.
  - [Various Depictions of the Writing Process](#) and [Things We Know About Writing and Writing Instruction](#)
  - [Levels of Writing](#)

#### **V. Connecting the Teaching and Learning Standards – Planning Writing Instruction**

- A. Teachers examine the student academic standards for the grade level of their learners and the teaching standards for ELA. Focus on standards that address writing.
- B. Using the standards as guides, identify specific strategies and skills that might benefit the profiled learners in teachers' classes
- C. Identify a learning standard that can be addressed for each learner before the next session. Plan a series of lessons/strategies that can be used to help this learner meet the standard. ([See template.](#))
- D. Share in small groups

\* The goal is for each teacher to look at the writing standards that need to be addressed and the individual characteristics of two learners being profiled *before* planning a lesson or series of lessons. The lessons should have a common goal that is guided by the learning standards, but the lessons also need to be adjusted for individual differences.

#### **VI. Identifying Additional Inquiries**

New ELA teachers often have additional questions about teaching writing (i.e. how to teach grammar, how to set up peer response groups, how to handle the grading load). Based on the teachers' self-assessments and conversations in the preceding activity, they might be ready to identify areas for additional reading. At this point, they can identify the questions and the seminar facilitator can use these to help plan for follow up sessions OR can provide resources via e-mail or discussion boards.

#### **VII. Sharing What Works**

New teachers enjoy sharing what they are doing that is working. By this point in the year, they may need some seminar time to share what they have done so far. This helps them build confidence and also allows others to learn effective strategies.

**Materials Needed for the Seminar:**

- Binders with copies of the student and teacher standards for English Language Arts.
- Copies of the chapter on writing from *Best Practices* and any other resource that facilitators wish to use to support new teachers in teaching writing
- Reflective Writing Journal (notebook)
- Name Tags or Name Plates
- Note cards for “Admit” and “Exit Slips” strategies